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ABSTRACT

As part of a systematized training program designed to professionalize the driver licensing system, this course guide gives an overview of the examiner supervisor program. Following an introduction, it outlines training program content, program particulars, how to present the training program, and drivers license examiner supervisor requirements. A list of reference materials is given. (For related Instructor's Lesson Plans, see CE000341.) (MS)

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basic training program
driver license examiner supervisors
course guide

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National Highway Traffic Safety Administration

September 1973

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U.S. Department of Transportation
National Highway Traffic Safety Administration
Washington, D.C. 20590

September 1973

FOREWORD

The pivotal component in our country's highway traffic safety programs is driver licensing, one of sixteen safety Standards under the Highway Safety Act of 1966 and an additional two issued in the second quarter of calendar year 1972. Driver licensing programs administered by individual states affect nearly every individual in our society. The position of the driver license examiner supervisor within the driver licensing system is a critical bridge between upper administrative level personnel and the driver license examiners.

Well-trained professionalized driver license examiner supervisors are necessary to fulfill the role of "middle management" in professionalizing the driver licensing system. As with any complex occupation with professional status, pre-entrance, in-service, and refresher training is mandatory. Driver license examiner supervisors of necessity should have the highest competence in the management of all technical aspects of the driver licensing system in a particular state. Formalized pre-service and in-service training are necessary to keep abreast of and upgrade competencies needed by supervisors to function as an integral part of the driver licensing system. This formalized training is the problem at which this course is aimed.

Under the provisions of the Highway Safety Act of 1966, the National Highway Traffic Safety Administration (then the National Highway Safety Bureau) promulgated "Highway Safety Program Standard No. 5 - Driver Licensing" (1967). The Standard was followed by the "Highway Safety Program Manual - Volume 5, Driver Licensing" (1969) which provided guidance to preferred highway safety practices. The Standard and Manual clearly indicated the need for adequately trained personnel to perform the driver license examining function if the aims

of driver licensing and the goals of the 1966 Act are to be attained. A Basic Training Program for Driver License Examiners (1971) partially meets this need. A standardized nucleus curriculum, Training Driver License Examiner Supervisors, will contribute to the efficiency of licensing procedures and to increased safety on our nation's highways.

This systematized program consists of the following basic materials: (1) the Course Guide which gives an overview of the total program, including instructor and resource requirements; (2) the Instructor's Lesson Plans which contains guidelines on program presentations and a complete set of lesson plans; (3) the Trainee Study Guide which is intended to act as a program compendium to aid the trainee in successfully completing the program; and (4) Concepts and Recommendations, a final report which documents the detailed development of the program, discussing problems which were encountered and making recommendations concerning driver license examiner supervisor training.

The problem of supervising driver license examiners in the field and managing driver licensing programs will become more complex in the future. It is hoped that with the development of more structured educationally designed training programs within the states, more efficient operation of driver licensing systems will evolve as a result of more effective supervision. Furthermore, uniform supervisory training within a state's boundaries can contribute to a more effective driver licensing system.

EXECUTIVE ORGANIZATION

The Training Program was Prepared by the
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All documents of this program were prepared by John T. Pendleton and C. Duane Patton.

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In particular, well-deserved recognition must go to the following persons for their participation in an advisory capacity. Their personal commitment to improving driver licensing supervision was constantly evident and their valuable suggestions and insights aided the success of this project considerably.

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A general thank you and note of appreciation must also go to all those persons and state agencies who gave of their valuable time to meet and correspond with the project personnel during the project. All helped improve the quality and functionability of the program.

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Those instructors who presented the field trial program were:

Bruce Bussey
Jack Harris
Robert Talley

Persons who attended the field trial program were:

Ray Cline	Mac McLane
Robert Davis	Charles Magill
Howard Fisher	Don Morford
Al Freeman	Rawlin Mull
Margery Gillespie	Edward Sadler
Jack Leonard	Vincent Saxton
Joseph McCarthy	Malcolm Smith
	Robert Walker

We would be remiss if we did not give personal thanks to Dona Tiryakioglu, Kathleen Kunz, and Paula Payne for the long and irregular hours of hard work which they cheerfully performed. Their keen secretarial and editorial abilities are the principal factors which enabled the program to be cast in a literate and usable form.

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SECTION I

INTRODUCTION

A. PROJECT BASIS

The development of the training program is based on the Highway Safety Act of 1966 which by means of "Highway Safety Program Standard No. 5 - Driver Licensing" and "Highway Safety Program Manual - Volume 5, Driver Licensing" clearly requires that only properly trained personnel perform the driver license examining function. Additional skills needed to be an effective supervisor are recognized by practitioners in the field.

The ultimate goal of all programs based on the Federal Standards and the 1966 Act is to reduce accidents, injuries, deaths, and property damage on our highways and to increase the efficiency of the traffic flow. The attainment of this goal will not be realized by implementation of any single program, but only result from many programs working in cooperation with one another. Therefore, it is hoped this program will lead to better qualified driver license examiner supervisors and ultimately upgrade driver licensing procedures used to grant driving privileges.

The immediate objectives of the project are:

To engender the widespread operation of driver license examiner supervisor training courses and

To provide a means of developing qualified manpower to perform the driver license examiner supervisor function.

B. TRAINING PROGRAM DEVELOPMENT

The training program was developed through the application of an instructional system development process. The process began with a field survey and job description, followed by an enumeration of the critical tasks performed by driver license examiner supervisors and a description and analysis of these

tasks. Performance objectives were formulated from this task analysis and criterion assessment measures were determined. Learner activities and instructional materials were then identified and selected for each of the license examiner supervisors. At that point, these materials were organized into a format for field testing and revision. Close contact was maintained throughout the development process with a representative group of experienced driver license examiner supervisors. Through this, the program was assured of subject categories reflecting the skills and knowledges agreed upon as needed by practitioners. (See Concepts and Recommendations for a detailed discussion of the development of the training program).

C. TRAINING PROGRAM OBJECTIVE

The training program is geared to provide the driver license examiner supervisor trainees with working knowledges and skills enabling them to effectively perform assigned duties.

The training program is designed to develop the supervisor's knowledges and skills for:

1. Planning work of the agency
2. Organizing staff for the most efficient use of time
3. Providing effective leadership
4. Assessing and regulating work in progress
5. Preparing reports for agency administrator

D. PROGRAM DESIGN

The training program is practical. It is intended to prepare trainees to effectively and competently perform the duties of a driver license examiner supervisor.

Purpose. For the purpose of this program, driver license examiner supervisor means an individual whose duties include supervision and coordination of examiners and clerical personnel engaged in driver license examining. The program was developed on the assumption that a supervisor must be qualified to perform all the tasks of driver license examiners and clerical personnel.

Scope. The training program covers minimum knowledge and skill requirements needed to be a driver license examiner supervisor. Its main function is as a pre-service training course for entry-level supervisory personnel. However, it can be used as an in-service training course for experienced examiner supervisors. Parts of the program may be used separately for on-the-job training or workshops to improve specific skills and knowledges necessary for effective supervision.

Structure. Figure 1 on page four is a schematic presentation of the Driver License Examiner Supervisor Training Program. Each subject category is indicated by a cell merely to provide a convenient method of classifying materials and suggesting possible sequencing. The cells do not indicate equal degrees of training emphasis or subject matter importance. Therefore, cells are connected by broken lines to indicate alternate orders of presenting the subject matter.

Numbering System. The material is organized in a pyramid. The broadest categories are called units. Each unit is divided into lessons, and each lesson is in turn subdivided into lesson topics. For referencing purposes, a decimal numbering system is used paralleling this division of material. For example:

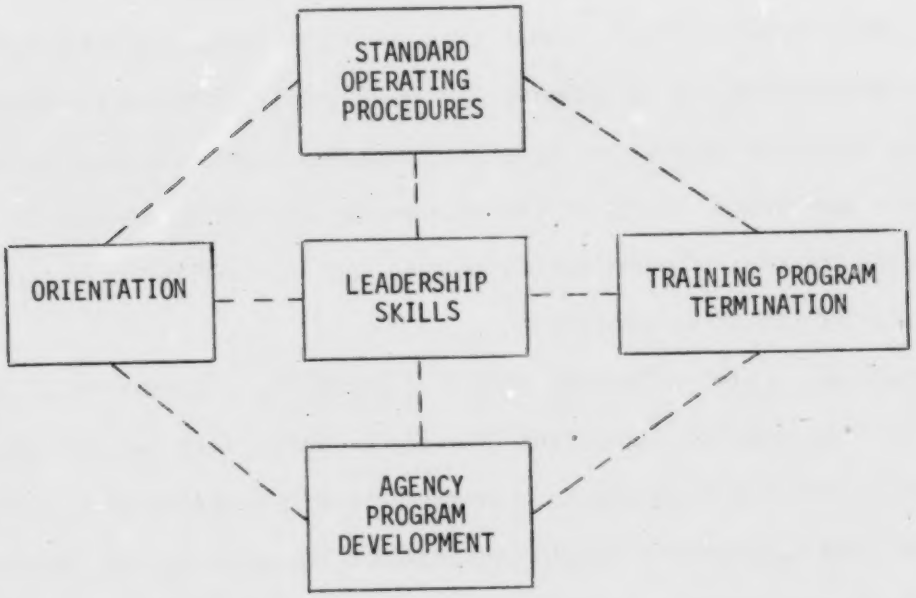
1. Unit number

1.1 Lesson number

1.1.1 Lesson topic number

FIGURE 1

DRIVER LICENSE EXAMINER SUPERVISOR
SUBJECT MATTER CATEGORIES



SECTION II

TRAINING PROGRAM CONTENT

A. PROGRAM OUTLINE

The complete course outline as shown below consists of 17 lesson plans and involves a total of 40 hours of program time. The tentative times suggested for the various lesson plans and lesson topics are shown in parentheses. These suggested times are only a guide and will need slight modification for your particular training needs. All times shown are in minutes.

UNIT 1. ORIENTATION

LESSON 1.1 ORIENTATION TO DRIVER LICENSE EXAMINER SUPERVISION (60)

TOPICS

1.1.1 Welcoming Remarks (5)
1.1.2 Purpose of the Course (5)
1.1.3 Scope of the Course (2)
1.1.4 Introduction of Other Teaching Personnel (3)
1.1.5 Administrative Matters (15)
1.1.6 The Purpose of Driver Licensing (5)
1.1.7 The Objectives of the Course Lessons (10)
1.1.8 How the Course is to be Conducted (5)

LESSON 1.2 DRIVER LICENSE AGENCY SERVICES (60)

TOPICS

1.2.1 Agency Licensing Services (5)
1.2.2 Other Agency Services for the Public (20)
1.2.3 Agency Services to Governmental Agencies (20)
1.2.4 Agency Services Offered to Agency Personnel (5)

LESSON 1.3 DRIVER LICENSE AGENCY STANDARD OPERATING PROCEDURES (30)

TOPICS

1.3.1 Rationale for Standard Operating Procedures (10)
1.3.2 Location of Standard Operating Procedures (5)
1.3.3 Control of Practices (10)

LESSON 1.4 BASIC STAFF POSITIONS AND RESPONSIBILITIES (80)

TOPICS

1.4.1 Agency Organization (20)
1.4.2 Supervisor Manpower Pool (15)
1.4.3 Becoming a Supervisor (20)
1.4.4 Expectations of Supervisors (20)

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

LESSON 2.1 LICENSING (145)

TOPICS

2.1.1 Issuing Licenses (10)
2.1.2 Assigning Personnel (20)
2.1.3 Assigning Equipment (5)
2.1.4 Forecasting Work Loads (15)
2.1.5 Special Licensing Problems (30)
2.1.6 Handling Fraudulent Applicants (30)

LESSON 2.2 EQUIPMENT, FACILITIES, AND SUPPLIES (60)

TOPICS

2.2.1 Procuring and Maintaining Equipment and Facilities (10)
2.2.2 Procuring Supplies (10)
2.2.3 Forecasting Equipment, Facility, and Supply Needs (30)
2.2.4 Supervising Contractual Services (5)

LESSON 2.3 PERSONNEL REGULATIONS (180)

TOPICS

2.3.1 Employee Benefits (30)
2.3.2 Conduct and Appearance (30)
2.3.3 Handling Fraudulent Employee Activities (20)
2.3.4 Reprimanding (50)

LESSON 2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES (240)

TOPICS

2.4.1 Service to Public and Private Organizations (30)
2.4.2 Service to Other Government Agencies (30)
2.4.3 Delegating Responsibility (30)
2.4.4 Fiscal Matters (20)
2.4.5 Record Keeping (45)
2.4.6 Safety and Welfare of Employees and Public (45)

LESSON 2.5 THE PROFESSIONAL SUPERVISOR (120)

TOPICS

2.5.1 Developing a Leadership Style (30)
2.5.2 Self Appraisal (10)
2.5.3 Reviewing and Evaluating Personnel Performance (20)
2.5.4 Discriminating Use of Time (10)
2.5.5 Programming for Self-Development (10)
2.5.6 Understanding Current Events (10)
2.5.7 Maintaining One's Emotional Health (10)

UNIT 3. LEADERSHIP SKILLS

LESSON 3.1 COMMUNICATIONS (245)

TOPICS

3.1.1 Interaction: The Goal of Interpersonal Communication (30)
3.1.2 Written Communications (60)
3.1.3 Verbal Communications (60)
3.1.4 Non-Verbal Communications (Body Language) (30)
3.1.5 Listening (60)

LESSON 3.2 HUMAN RELATIONS (115)

TOPICS

3.2.1 Presenting a Positive Image (30)
3.2.2 Handling People Problems (25)
3.2.3 Using Pleasing Telephone Manners (15)
3.2.4 Approving and Denying Requests (40)

LESSON 3.3 DECISION MAKING (120)

TOPICS

3.3.1 Defining the Problem (10)
3.3.2 Analyzing the Problem (15)
3.3.3 Gathering All the "Facts" (15)
3.3.4 Soliciting Advice (10)
3.3.5 Analyzing Facts, Information, and Advice (15)
3.3.6 Deciding Upon Solutions (20)
3.3.7 Taking the Proper Action (15)
3.3.8 Follow-up to Solution (15)

LESSON 3.4 MOTIVATION (295)

TOPICS

3.4.1 A Look at Motivation (3)
3.4.2 Developing Standards for a Task (20)
3.4.3 An Example of Participative Leadership (45)
3.4.4 Gathering the Observations from the Assigned Task (30)
3.4.5 Principles of Motivation (30)
3.4.6 The Motivation Climate (5)
3.4.7 Supervisory Styles (95)
3.4.8 Motivation of the Individual (45)
3.4.9 Motivation of the Group (45)

UNIT 4. AGENCY PROGRAM DEVELOPMENT

LESSON 4.1 TRAINING PROGRAM PLANNING (135)

TOPICS
- *4.1.1 Various Kinds of Training (20)*
- *4.1.2 Analyzing Needs and Selecting the Training (30)*
- *4.1.3 Developing and Implementing Training Programs (50)*
- *4.1.4 Follow-up of Training Programs (30)*

LESSON 4.2 DEVELOPMENT AND REVISION OF DRIVER LICENSE EXAMINATIONS (60)

TOPICS
- *4.2.1 Information Tested (5)*
- *4.2.2 Examination Kinds (20)*
- *4.2.3 Special Examination Considerations (20)*
- *4.2.4 To Revise or Develop Examinations (10)*
- *4.2.5 Designing New Test Routes (15)*

UNIT 5. TRAINING PROGRAM TERMINATION

LESSON 5.1 SUMMARY OF PROGRAM (40)

TOPICS
- *5.1.1 Summary of Course Content (30)*
- *5.1.2 Maintaining a Body of Reference Material (5)*
- *5.1.3 Continuing Training With Future Sessions (5)*

LESSON 5.2 COURSE FINALE (70)

TOPICS
- *5.2.1 Final Examination (45)*
- *5.2.2 Introduction of Other Agency Personnel (15)*
- *5.2.3 Final Ceremony (10)*

B. INSTRUCTOR'S LESSON PLANS

The instructor's manual is organized in two parts. The first part is the lesson plans, and the second part is an appendix of related materials.

1. Lesson Plans. The primary purpose of the lesson plan is to insure that the instructor considers every factor that might influence the effectiveness of a lesson and help guide trainees toward the desired learning outcomes. The lesson plans have

been carefully selected to bring about desired changes or reinforce behavior in driver license examiner supervisors. The lesson planning cycle includes: (1) establishing the lesson objective; (2) researching the topic to provide references and content material; (3) selecting instructional methods and techniques; and (4) preparing the lesson plan for presentation from a standardized format.

The final selection of an instructional method may very well be a compromise between the ideal approach and a realistic approach. Variations and adaptations can be made for any method. For this reason, the instructor should recognize the many available opportunities to help trainees accomplish their goals.

2. Appendix. The appendix contains information related to improving instruction, case study situations, and evaluations.

C. TRAINEE STUDY GUIDE

The Trainee Study Guide is used by the trainees as a study manual. It is also intended for use as an organizer of handout materials provided by course instructors.

SECTION III

PROGRAM PARTICULARS

A. PROGRAM TIMES

The course is scheduled for a maximum of 40 hours, and apportioned approximately as follows:

34.5 hours of classroom instruction

1.5 hours of lesson summary time

4 hours of cushion time to be used as extra activity time, discussion time, and break time.

The 34.5 hours of classroom instruction represent the formal presentation of course material. It includes such activities as use of materials; practice and observation; simulated and practical experience activities in supervision of driver license examiners.

The 4 hours of cushion time are to be used to give the trainees a change of activities between formal classroom presentations. When classroom time exceeds one hour, presentations become ineffective from a student-learner viewpoint. Breaks should be scheduled every hour if possible, but in no event should breaks be spaced more than 1.5 hours apart.

Each lesson contains a summary section which is intended to tie together the contents of the lesson. These summaries should be short - from 2 to 5 minutes. For the total program, 1.5 hours have been allotted for summary activities. These times may also be expanded or contracted to suit your state's needs.

From beginning to completion, the course can be presented in five business days. However, if a state cannot devote this amount of continuous time, phases of the course can be presented separately as short workshops or refresher sessions. The modular course format makes the lesson plans useful and practical for these kinds of training also.

The instruction times indicated in each lesson are minimum times. In some cases, a state may wish to devote more time to a particular topic because of its importance or complexity within the state's system. In such cases, a reallotment of recommended times may be made. The recommended times were based on the importance of the particular subject matter to that of the totality of the driver license examiner supervisor functions and on the results of the pilot test of the curriculum package. These times also depend upon the use of the materials and/or procedures indicated in the lesson plans. If the suggested materials are not used or are not available, or if different procedures are used, then these recommended times may have to be revised in order to accomplish the result indicated. For example, many of the recommended times depend on the use of hand-out materials in order to decrease formal classroom time while still adequately covering the included material.

B. CLASS SIZE

As indicated previously, this program is designed to equip trainees with practical, job-related skills and relies heavily on trainee participation in the form of discussion-demonstrations, simulations, and actual on-the-job activities. These activities are essential to the program goals. Therefore, the instructor/trainee ratio must be kept relatively small. In training situations such as driver license examiner supervision,

experience has shown that the ideal class size is 12 to 15 with a maximum of no more than 20.

Such group sizes will permit adequate instructor/trainee interaction and should allow trainees to actively participate in practical experiences. Variations in trainee-involved activities may necessitate a change in group sizes. The basic guideline to use in determining whether a group size is proper is to consider whether or not each trainee would have an opportunity to participate effectively.

If large group sizes must be used, then plans should be made for longer practice sessions and for additional instructors. Also more time may be needed for discussions and questions during classroom activities.

C. TRAINEE EVALUATIONS

It is suggested you evaluate trainees on both written evaluations and discussions. You should observe each trainee, especially during discussions and note proficiency levels. If a trainee is having difficulty in developing skill proficiency and appears to need additional learning experience, provisions should be made for that purpose.

Trainees may be evaluated on the following factors: skills, knowledges, personal attitude, personal appearance, and attendance.

Skills. Trainees must be able to perform each skill covered in the lessons. When necessary, additional time can be given for trainees to practice various skills.

Knowledges. Trainees must have a sufficient grasp of knowledge requirements to perform required skills. In addition, evaluation of knowledge attainment will be accomplished by written tests, recitations, and classroom discussions.

Personal attitude. Trainees must display and demonstrate conscientious participation and an interest in the training program. Trainees who fail to do so should be counseled while the program progresses.

Personal appearance. Trainees should be neat, clean, and well groomed at each session. Trainees who fail to exhibit good personal hygiene habits should be counseled during the program.

Attendance. Trainees should be required to attend all program sessions. At the discretion of the instructor, special make-up sessions may be provided for extra instruction or practice.

D. INSTRUCTIONAL MATERIALS

Each lesson plan indicates appropriate pamphlets, booklets and other materials. These should not be handed out when class is in progress, but should be included in a folder to be handed out before the training program begins. It is also important that all program resources be gathered or developed in advance.

Certain references are necessary to teach the course. You should have at least one copy of the following:

a. The Supervisor's Manual and Examiner's Manual
b. State's driver manual
c. State's motor vehicle code
d. Any agency or state booklets or pamphlets covering subjects related to driver licensing and supervision
e. Equipment operation and maintenance manuals
f. Management principles material
g. Chart-size facsimiles of forms, road test layouts, and other important documents (See each lesson for details.)

In addition to the above necessary references, a comprehensive list of helpful references is found in the bibliography. Preferably two copies of each of the references listed in the bibliography should be placed in a library section of your classroom or in another space convenient for use by the trainees.

Consideration should also be given to the use of films and slides available through film libraries, state police training academies or from other state agencies.

Case Study Situations can also be used to describe various problems supervisors will have to cope with on the job. (See each lesson for details.) This training program can be conducted without the use of sophisticated electronic equipment or audio-visual aids. If you have this equipment you should, of course, utilize it. The absence of such equipment will not impair the effectiveness of the program. (See each lesson for more details.) Necessary equipment includes:

a. Chalkboard, preferably one attached to the wall behind the instructor's area
b. Bulletin board
c. Device for holding charts, facsimiles, and other visual aids
d. Movie projector, 16mm sound
e. Slide projector (35mm) or film strip projector
f. Typewriters
g. Any other pieces of equipment commonly used by supervisors in the field

Trainees should have a complete set of references and materials to use. REMEMBER: They must be gathered before the training program and prepared for trainee folders. The following references should be gathered for each trainee:

1. A Driver License Examiner Supervisor's Manual and an Examiner's Manual setting forth all the procedures, policies and miscellaneous items of information
2. A copy of your state's motor vehicle code
3. A copy of the Trainee Study Guide which is a companion publication of the Instructor's Lesson Plans
4. A copy of the state's driver manual
5. The state vehicle code

E. FACILITIES

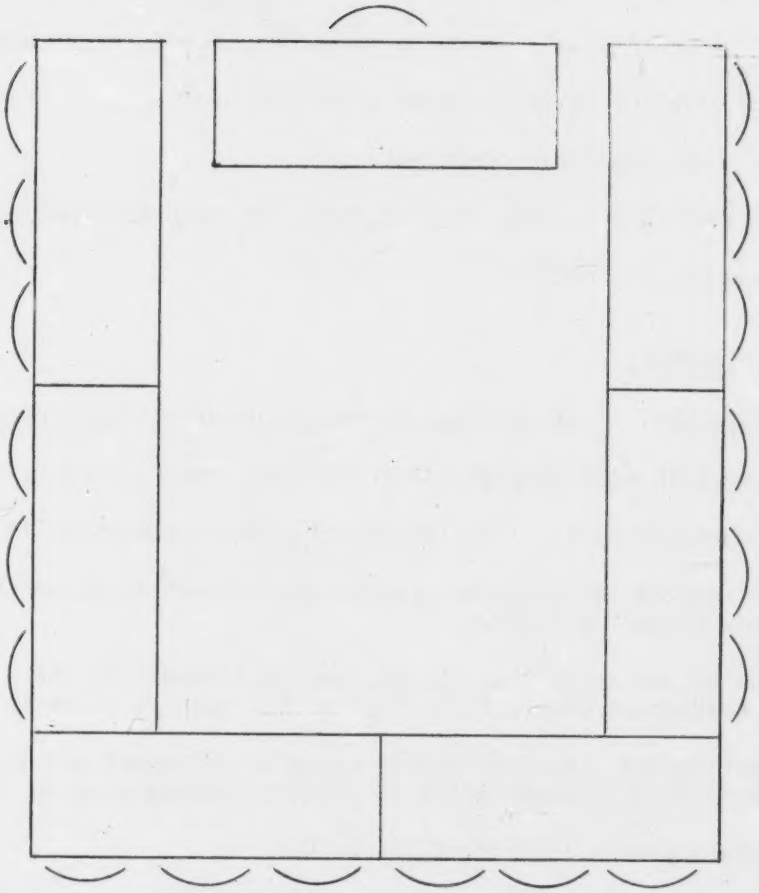
The course is designed so most state agencies can use in-house facilities to present the training program. However, if facilities are not available in-house, then consideration should be given to community or university facilities. Communications between state personnel and educational personnel can be enhanced by using such facilities, thus providing a good resource for developing and maintaining effective training courses.

If facilities are not available either in-house or through nearby educational institutions, then use of private halls, hotels, or motels should be considered. The facilities needed to operate the program are:

1. A room, minimum size 30 X 40 feet, to seat about 20 people (15 trainees 5 others, e.g., course instructors, visitors) which can sometimes be used for practice sessions. (See Figure 2 for suggested arrangement.)
2. The room should be well lighted so that trainees can read, write, and observe demonstrations. Heating/air conditioning and ventilation should be sufficient to keep the room comfortable with 20 people present. Ventilation equipment should not be noisy or nearby. If open windows must be used, the room should not be located near busy streets or noisy areas.

FIGURE 2

CLASSROOM ARRANGEMENT



This modified round table arrangement is suggested because it provides face-to-face contact and interaction among participants.

3. It is important that electrical outlets be available to permit the operation of any equipment needed.

4. A lecture-demonstration table and a lectern should be available for use by the lesson instructor.

5. It is recommended that trainees sit at tables rather than chairs with writing arms. Each person needs a reasonable amount of working room since they will be using notebooks, forms, etc. One large table each for three trainees should be available. Trainee chairs should be reasonably comfortable.

6. Make available a large display table for informational material used throughout the course.

F. PROGRAM PERSONNEL

Course Director. A person experienced in driver license examiner supervision and with some manpower training background should be designated as the course director. The course director's responsibilities include:

a. Coordinating the training program with the other elements of the driver licensing agency.

b. Planning and scheduling the course. A schedule of the course plus the references should be mailed to the trainees prior to workshop.

c. Selecting and securing outside resource personnel and informing them of their responsibilities in the training program.

d. Allocating time and budget resources.

e. Handling the logistics of facilities, equipment, supplies, etc.

f. Handling special problems.

g. Developing evaluative procedures and techniques.

h. Taking principal responsibility for seeing that the program is successfully completed.

i. Coordinating and arranging field trips.

Lead Instructor. The lead instructor should have experience in driver licensing and supervision, a strong background and understanding of agency policies and procedures, and preferably some experience in instructing adults. The principal duties of the lead instructor include:

a. Making sure that all program instructors have the proper lesson plans and educational materials.

b. Making sure that all instructional personnel are properly scheduled.

c. Organizing instructional materials and making sure that training materials, student materials, visual aids, and equipment are available and ready for use at the appropriate time.

d. Providing most of the general instruction and integrating the work of outside resource persons into the fabric of the program.

e. Maintaining a proper learning environment.

f. Offering guidance, inspiration, and encouragement to the trainees.

g. Implementing and performing needed evaluations of trainees instructors, materials, and techniques.

Supporting Instructors. To aid the lead instructor, two or three supporting instructors should be available. These instructors should also act as activity session assistants. Supporting instructors should preferably be driver licensing examiner supervisors. Any other driver licensing agency personnel are also potential supporting instructors.

G. RESOURCE PERSONNEL

Resource personnel can effectively be used to present specialized areas and topics to enrich the experiences of the trainees. Their use should be carefully coordinated with the instructional staff to meet the program objectives. The resource personnel should be contacted and scheduled at the time the program is planned and oriented to the nature of the program prior to their participation.

The following persons should be considered as potential resource personnel in the training program:

1. Experienced division heads in driver licensing
2. Experienced driver license station managers
3. State Labor Department representative
4. Public employees' association representative
5. State employee benefits counselor
6. State personnel office representative
7. Communications specialist
8. Legal expert with a strong traffic law background
9. Human relations expert
10. Traffic safety expert
11. Public relations personnel from a public utility or large mercantile establish
12. Civil Service Commission representative
13. Representative of Traffic Law Enforcement

H. TABLE OF INSTRUCTIONAL PERSONNEL

Figure 3 indicates by program subject the kinds of instructional personnel which should be utilized.

FIGURE 3

TABLE OF INSTRUCTIONAL PERSONNEL

LESSON PLAN NUMBER	INSTRUCTIONAL PERSONNEL	
	TRAINING COURSE PERSONNEL	OUTSIDE RESOURCE PERSONNEL
1.1 Orientation to Driver License Examiner Supervision	Lead Instructor	None
1.2 Driver License Agency Services	Lead Instructor	None
1.3 Driver License Agency Standard Operating Procedures	Lead Instructor	None
1.4 Basic Staff Positions and Responsibilities	Lead Instructor	None
2.1 Licensing	Lead Instructor Chief Examiner	None
2.2 Equipment, Facilities, and and Supplies	Lead Instructor	None
2.3 Personnel Regulations	Lead Instructor Personnel Man	None
2.4 Other Driver License Examiner Supervisor Responsibilities	Lead Instructor	Emergency Medical Technician
2.5 The Professional Supervisor	Lead Instructor	Management Specialist from a Local Community College or University

TABLE OF INSTRUCTIONAL PERSONNEL (cont'd)

LESSON PLAN NUMBER	INSTRUCTIONAL PERSONNEL	
	TRAINING COURSE PERSONNEL	OUTSIDE RESOURCE PERSONNEL
3.1 Communications	Lead Instructor	Instructors in Written Communications, Speech, and Drama from Local Community College or University Member of a Local Toastmaster Club
3.2 Human Relations	Lead Instructor	Public Utilities Business Representative, an Airline Hostess, or a Human Relations Specialist
3.3 Decision Making	Lead Instructor	Management specialist
3.4 Motivation	Lead Instructor	Vocational Psychology Professor, Training and Development Specialist from Business or Industry
4.1 Training Program Planning	Lead Instructor	Education Specialist
4.2 Development and Revision of Driver License Examinations	Lead Instructor	Education Specialist with Background in Test Item Construction from a Community College or University
5.1 Summary of Program	Lead Instructor	None
5.2 Course Finale	Instructors, Course Director, Upper Authority Level Agency Personnel	None

I. FISCAL CONSIDERATIONS

In order to obtain a rough estimate of the cost of presenting the training program, the course director should consider the following items and their associated costs:

1. Cost of renting training room
2. Room and board costs for each trainee for the duration of training
3. Costs of each outside instructor
4. Costs of transportation for field trips
5. Costs of obtaining any equipment for use in practice sessions
6. Costs of travel for participants
7. Costs of compiling trainee folders of materials
8. Costs of compiling the Driver License Examiner Supervisor's Manual if none are available

SECTION IV

PRESENTING THE TRAINING PROGRAM

A. PREPARING TO START THE PROGRAM

The course director, who must implement the program, identifies a lead instructor. Together they develop and discuss details of the program.

The lead instructor in cooperation with the course director identifies supporting instructors and arranges a short orientation for staff members. At this meeting, copies of the lesson plans, needed references, and any other materials necessary for their participation should be distributed. Resource persons may be included at this briefing if practical. If not, they should be briefed individually about their responsibilities.

B. SCHEDULING

The class schedule reflects the coordination of the various instructional activities. The class schedule is more meaningful if the person in charge has properly scheduled (1) instructor and resource personnel and (2) special facilities and equipment.

The class schedule should be outlined on a chart indicating times at which activities will take place, where they will take place, who will conduct them, and the duration of each activity.

A good schedule enables both trainees and staff to anticipate training topics and plan their activities and study time more effectively. Therefore, copies of the schedule should be given to all training program participants.

Program scheduling. In developing the program schedule, the following items should be considered:

a. Scheduling should reflect a variation in course presentations. Formal presentations should not be more than 1-1/2 hours in length with a ten-minute break between presentations. Activity sessions and work experiences should be scheduled alternately with formal presentations.

b. The schedule should include the names and titles of all persons who will be connected with the course.

c. The time frames for each activity should be given.

Staff Scheduling. When scheduling the participating staff, consideration should be given to the following:

a. Do not schedule two resource specialists for consecutive times (i.e., back-to-back).

b. Resource personnel should be contacted and a confirmed written statement should be obtained indicating their appearance at the designated time and place. If funds are available for travel expenses and honorariums, mention of this fact should be included in the invitation.

c. A copy of the schedule should be sent to outside speakers and interested agency administrators as soon as the schedule is formulated.

d. A letter of appreciation should be sent to all personnel shortly after their presentations.

Facilities and Equipment Scheduling. Arrangements for physical facilities and equipment should be made with sufficient lead time. No matter how well preparations are made, some things will remain to be done on the first day.

a. Scheduling should make allowance for flexibility at the beginning of the first class meeting.

b. Do not schedule topics which require travel between facilities or which entail major changes of equipment in consecutive time blocks.

c. Make plans and schedules for the use of special facilities or equipment well in advance and schedule repeated use of facilities and equipment at consecutive or concurrent times.

C. CLASSROOM ENVIRONMENT

General considerations to keep in mind for making a training program effective are:

1. Preview material and check equipment to see that it operates.

2. Arrange instructional materials for ready access by trainees.

3. Arrange for plenty of work space for each trainee.

4. Arrange for the physical comfort of trainees.

5. Select a room with good accoustics and avoid noisy conditions.

6. Provide drinking water, ash trays, writing materials, and other necessary items for effective instruction conditions.

D. BEGINNING THE CLASS

Begin the class by attempting to promote interaction among the trainees and put them at ease. For example, have the trainees introduce themselves, telling where they are from and other incidentals.

E. USING THE LESSON PLANS

Each plan provides directions and content necessary to meet the objectives. Space is provided for inserting information and references concerning matters of special interest to your state. The content of each lesson plan is arranged in the order to be used during class presentations.

At the beginning of most lesson plans, there are sections titled "Administrative Matters" and "Review of Previous Lesson. Within each lesson topic an objective is stated to aid in evaluation. The "Activity Session" provides an opportunity for the trainee to practice skills, procedures, and techniques discussed and demonstrated in the lesson. The "Summary of Lesson" briefly summarizes the lesson content and provides opportunity for clarifications of material presented.

F. INSTRUCTIONAL TECHNIQUES

Emphasis is placed on instructional techniques which fit the content of the lesson and promote trainee involvement. Discussion-demonstrations and trainee-involved activities are used as motivators in the learning experience. Instructors should:

1. Incorporate as much instructor-trainee interaction as possible.
2. Demonstrate many driver license examiner supervision techniques and procedures.
3. Provide blocks of time for supervised trainee activity sessions.

Consult a textbook on teaching and learning at a local library for further discussion of instructional techniques.

G. USING INSTRUCTIONAL MATERIALS

Each lesson plan indicates appropriate pamphlets, booklets, and other materials which should be included in the trainee folder of materials. Selected situations indicated on the specific lesson plans must be prepared and ready for distribution prior to the practice session. For example of situations, see the Instructor's Lesson Plans appendix.

H. AVAILABILITY OF REFERENCE MATERIAL

Preferably two copies of each of the references listed in the bibliography found in the Instructor's Lesson Plans should be conveniently available for trainee use.

I. MAINTAINING RECORDS

The course director, in cooperation with the lead instructor, should be responsible for maintaining records of trainee attendance and performance evaluations. A sample recording sheet is shown in Figure 4 on Page 29. This type of sheet should be compiled for each day's work and transmitted daily to the course director. The purpose of these records is to maintain information on trainee attendance and achievement.

In addition to daily records of trainee attendance and performance, records should be maintained for all activity sessions upon which trainee skills can be evaluated. Prodecures for developing these records are included in the appendix of the Instructor's Lesson Plans.

FIGURE 4

RECORD SHEET

A sheet similar to this will facilitate your evaluation of the trainee's performance in training. Completing one sheet per trainee for each day's work provides a comprehensive record of daily activities.

Date_____

Trainee's Name_____

Lesson Topics Covered_____

****

Indication of having met the objectives of the lesson:

[*Write a brief statement of your impression of the trainee's ability to use the information presented in the lesson(s).*]

[*Attach any written work performed by the trainee in response to your request in meeting a particular objective.*]

Class performance:

[*Indicate the trainee's interaction with the instructor and class members. Did the trainee answer questions, offer solutions to problems, participate in activities, and/or participate in discussions?*]

Other comments:

[*Indicate other significent information about the performance of the trainee which reflects upon his or her ability to perform in the capacity of a driver license supervisor.*]

J. EVALUATING

Purpose and Importance. The main purpose of a training program is to modify the trainee's behavior in a direction indicated by the objectives. The more accurately and realistically the instructor evaluates trainees, the more effective he will be in directing their learning.

Use of Objectives. Program and trainee evaluations are based upon the existence of realistic objectives expressed in behavioral terms. The course objectives and objectives in the lesson plans establish the degree of proficiency trainees ought to attain.

Training Course Evaluation Program. The evaluation program which accompanies this training program uses essentially three methods. The first, which is used most extensively, is the action-performance test which is made while trainees practice skills and knowledges learned in each lesson. The second method allows the trainee to describe events or techniques. This evaluative procedure can be used to encourage group discussion to clarify certain issues. The third method, requiring one or two written paragraphs discussing a specific topic or procedure, is used less often because the purpose of this program is to develop working abilities, not the ability to regurgitate verbal information. Evaluative tests are incorporated into both the Instructor's Lesson Plans and the Trainee Study Guide.

Analyzing Evaluation Results. Remember, evaluation is a means to an end, not an end in itself. It is a step toward some future goal. For this training curriculum, the principal purposes of evaluation will be:

a. To improve course effectiveness.

b. To give an in-course indication of instructor effectiveness and emphasis.

SECTION V

DRIVER LICENSE EXAMINER SUPERVISOR REQUIREMENTS

A. THE PROFESSIONAL DRIVER LICENSE EXAMINER SUPERVISOR

Driver license examiner supervision is the art of accomplishing work through the efforts and abilities of the examining agency staff. The responsibilities are to supervise the function of driver license examining and related activities in an assigned area. Duties include planning, organizing, leading, and controlling operations of the unit to insure a uniform examining system.

The supervisor is accountable for an efficient and smoothly operating driver license examiner unit. The professional driver license examiner supervisor uses two categorically different kinds of skills. One of these divergent skills is the understanding of the concepts basic to efficient driver license examiner functions and the other skill is maintaining a high level of interpersonal relations among agency personnel.

B. JOB DESCRIPTION FOR A DRIVER LICENSE EXAMINER SUPERVISOR

A Driver License Examiner Supervisor supervises and coordinates activities of driver license examiners and clerical personnel engaged in driver license examining; studies production schedules and estimates working time required for completion of job assignments; interprets agency policies to examiners and clerical personnel and enforces agency regulations; interprets state statutes, agency regulations, and job orders to examiner and clerical personnel; assigns duties and establishes or adjusts work procedures to meet production schedules, using knowledge, skill, and capacities of personnel; recommends to administrative superiors measures to improve examining methods

and suggests changes in working conditions and use of personnel to increase efficiency of the examining system; analyzes and resolves work problems or assists personnel in solving work problems; initiates or suggests plans to motivate personnel to achieve agency goals; recommends or initiates personnel actions, such as promotion, transfer, dismissal, and disciplinary measures and maintains unit records; estimates, requisitions, and delivers materials.

The Driver License Examiner Supervisor may train new examiner and clerical personnel; may confer with other supervisory and administrative personnel to coordinate activities of the agency; may confer with examiner and clerical personnel representatives to resolve grievances; and may set up offices, equipment, and vehicle testing routes.

Generally, a Driver License Examiner Supervisor is required to possess knowledge of the activities of examiner and clerical personnel.

REFERENCE MATERIALS

UNIT 1. ORIENTATION

Agency organization manual

Compilation of Agency Rules and Regulations

Driver License Examiner's Manual

Driver License Examiner Supervisor's Manual

Related directives for supervision of driver licensing personnel

State code

State driver manual

State vehicle code

Trainee Study Guide

U. S. Department of the Air Force, Principles and Techniques of Instruction AF Manual 50-9. Washington, D.C.: Air Training Command, 1967.

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

Compilation of Agency Rules and Regulations

Driver license agency personnel policy booklet

Driver License Examiner Supervisor's Manual

State employee fringe benefit booklet

Bishop, Maxine H. Dynamic Supervision, Problems and Opportunities. New York: American Management Association, Inc., 1969. pp. 85-103.

McFarland, Dalton E. Management Principles and Practices. New York, The MacMillan Company, 1970. pp. 283-303.

Newman, W. H. Administrative Action: The Technique of Organization and Management. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1951. p. 166

Paul, Grace A Short Course in Skilled Supervision. Chicago, The Dartnell Corporation, 1966. pp. 27-36, and 83-90.

Pigors, Paul; and Myers, Charles A. Personnel Administration - A Point of View and A Method. New York, McGraw-Hill Book Company, 1965. pp. 5-24.

UNIT 3. LEADERSHIP SKILLS

Telephone etiquette films from the local telephone company

American Association of Motor Vehicle Administrators Testing Drivers: A Manual for Driver License Administrators and Examiners. Washington, D.C.: American Association of Motor Vehicle Administrators, 1967. pp. 30-31.

Carvell, Fred J. Human Relations in Business. New York: The MacMillan Company, 1970.

Davis, K. Human Relations at Work. 3rd Edition, New York: McGraw-Hill Book Company, 1967.

Ecker, Paul; MacRae, John; Ouellette, Vernon; and Telford, Charles Handbook for Supervisors. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1959. pp. 150-173.

McFarland, Dalton E. Management Principles and Practices. New York, The MacMillan Company, 1970. pp. 75-132, and 570-597.

Morris, Jud The Art of Motivating. Boston, The Industrial Education Institute, 1968.

Nichols, Ralph G. "Listening is a Ten-Part Skill," Nation's Business. July, 1957.

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Pigors, Paul; and Myers, Charles A. Personnel Administration - A Point of View and A Method. New York, McGraw-Hill Book Company, 1965. pp. 82-85 ff., and 102-125.

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Schein, Edgar G. Organizational Psychology. Englewood Cliffs, New Jersey, Prentice-Hall, Inc. 1965. pp. 47-65.

Simon, Herbert A. Administrative Behavior. New York: Free Press, Inc., 1967.

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U. S. Department of Agriculture, Graduate School Success Oriented Supervision. Washington, D.C.: Graduate School, U.S. Department of Agriculture, 1971. Parts 3,4, and 6.

UNIT 4. AGENCY PROGRAM DEVELOPMENT

Baker, J. Stannard and Carmichael, Glenn V. Giving and Scoring Driver Road Tests. Evanston, Illinois, Northwestern Traffic Institute.

Kidd, J. R. How Adults Learn. New York, Association Press, 1959.

Klevins, Chester, Editor Materials and Methods in Adult Education.

Neyhart, Amos E. Road Test Check Lists. Washington, D.C., American Automobile Association, 1955.

U. S. Department of Health, Education, and Welfare, Office of Education, Manpower Development and Training Programs The Preparation of Occupational Instructors. Washington, D.C., Government Printing Office, 1966.

U. S. Department of Transportation, National Highway Traffic Safety Administration Basic Training Program for Driver License Examiner Instructor's Lesson Plans. Washington, D.C., Government Printing Office, August, 1971.

UNIT 5. TRAINING PROGRAM TERMINATION

Driver License Examiner Supervisor's Manual

GENERAL REFERENCES

AAMVA Newsletter, published bi-monthly by the American Association of Motor Vehicle Administrators, Suite 500, 1828 L Street, N. W., Washington, D.C. 20036.